



# Highfield and Brookham Personal, Social, Health and Economic (PSHE) Education Policy

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**This policy covers Highfield and Brookham School's approach to Personal, Social, Health and Economic (PSHE) education.**

## Introduction

The Personal, Social, Health and Economic education curriculum at Highfield is designed to assist in the full development of each individual child. It seeks to reflect the aims and ethos of Highfield and Brookham in building the foundations required for all our children to gain the knowledge and develop the skills and attributes required to lead a happy and fulfilling life in the 21<sup>st</sup> century.

PSHE is a major contributor in the spiritual, moral, social and cultural development of all children at Highfield and Brookham and is part of a wider, constant and continual process that takes place both inside and outside of the classroom.

As such this policy should be read in conjunction with the following:

- Highfield and Brookham Schools' Mission Statement
- Anti-bullying policy
- Behaviour Policy
- Drugs and Substance Abuse Policy
- Equality Opportunities Policy
- Health and Safety Policy
- Safeguarding and child Protection Policy
- RSE Policy
- Prevent Policy
- SEND Policy
- Emotional Health Policy
- E-Safety Policy
- Enrichment Program Documentation
- PRE Curriculum

## Aims

The aims of PSHE at Highfield and Brookham are to help the children:

- Gain life satisfaction and happiness;
- Develop positive emotions and attitudes towards themselves and others;
- Recognise their own self-worth

- Understand and respect our common humanity, diversity and differences;
- Recognise and respect the core British values of Democracy, The rule of law, individual liberty, mutual respect and tolerance of those with different religions and beliefs, and what it means to live in this country today;
- Take an increasing responsibility for their own physical health and wellbeing;
- Be confident talking about and addressing their own mental health and that of others without judgement or stigma;
- To take increasing responsibility for their own learning journey;
- To be become independent and responsible members of the school and wider society;
- Have the knowledge and resources to be able to seek further help where needed
- Develop spirituality and meaning in life.

### Teaching and Learning

#### **Curriculum:**

In the Pre-prep all children (up to and including Year 3) follow the Jigsaw PSHE curriculum.

The PSHE curriculum for Years 4 to 8 consists of a spiral curriculum with the following themes visited each year in an age appropriate manner:

*My attitude and approach*

*All of me (health and well-being)*

*My relationships*

*More than me*

*The best of me*

*My way ahead*

All pupils receive 45 minutes per week of PSHE as part of their academic timetable. Where topics require more contact time than available additional workshops and sessions are provided. This includes, but is not exclusive of visits and workshops for EYFS and KS1 delivered by the school nurse, a local dentist and emergence services, the Year 5 RSE session, Year 8 RSE feedback session, Year 8 drink and drugs education workshop and whole school wellbeing days.

The PSHE department works in conjunction with many other areas of school life in order to enhance the development of core life skills. This includes Directed and Non-directed activities, Form Tutor time, visiting speakers, Year 8 Leavers Course, Outdoor Pursuits, School Trips, The School Council, regular school assemblies and links with other curriculum subjects.

In Year 8 all pupils attend career talks by a number of external speakers as part of the IPQ provision.

### **Assessment:**

Effective assessment in PSHE should allow pupils and teachers to reflect on what has been learned, increases motivation for future learning and demonstrates impact.

This is done in the following ways

- Using an ipsative model of assessment during lessons
- Written feedback to parents through Form Tutor reports
- Teacher observation and feedback

### **Responding to pupil questions:**

Children will always be encouraged to ask questions and should feel that they are listened to at all times. Where it is age appropriate all questions will be answered by the PSHE teacher during lesson time.

If a question is deemed by the teacher to be unsuitable for the age of the child, inappropriate for any reason or the teacher feels unsure how to correctly respond immediately a sensitive and positive response will be given to inform the child it will be followed up at a suitable time after the lesson has concluded. This can then be done so with the support of the Head of PSHE and Pastoral Team.

Any Safeguarding concerns must be reported immediately.

### **Roles and Responsibilities:**

SLT – To be responsible for ensuring that PSHE is taught consistently and effectively throughout the school.

Head of PSHE – To lead and develop the PSHE curriculum; to keep up to date with changes and developments within the subject; to support teaching staff responsible for delivering the curriculum and ensure sufficient training has been provided; to encourage a whole school approach to PSHE teaching, including diversity and inclusion in all areas of school life.

Teaching staff – To ensure PSHE is delivered in an appropriate, effective and sensitive manner; to create a teaching environment in which all children feel safe and listened to; to be a positive role model to the children; to monitor progress and ensure they are responding appropriately to pupil needs.

## Monitoring and Communication of Curriculum

The curriculum will be continually kept under review by the Head of PSHE and updated as required. Where appropriate the views of the children and parents will be sought through anonymous questionnaires and this, along with assessment feedback from department teachers, will inform all future planning.

This policy will be available to all parents through the school website.

## Legislation and Guidance

- DfE statutory guidance 'Keeping children safe in education' (January 2021)
- DfE advice 'Health and mental wellbeing (Primary and secondary)' updated July 2020
- DfE DfE advice 'Mental Health & Behaviour in Schools' (2018)
- DfE 'Statutory Framework for the Early Years' (Sept 2017)
- Public Health England guidance: Promoting children and young people's emotional health and wellbeing: A whole school and college approach (2015)
- DfE advice 'The Prevent Duty' (June 2015)
- from The Counter-Terrorism and Security Act (2015)
- DfE Non-statutory National Curriculum guidance KS1 & 2 (2014) PSHCE 'Association Guidance on developing PSHCE Curriculum' (2014)
- DfE advice 'Improving the spiritual, moral, social and cultural development of pupils (Nov 2013) The National Curriculum Programme of Study for Citizenship KS3, QCA (2007)

## Policy Review

*Reviewed by ZTP and VL 12/03/2024*

## Appendix 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>My Attitude &amp; Approach</i>	<i>All of Me (Health &amp; wellbeing)</i>	<i>My Relationships</i>	<i>More than Me</i>	<i>The Best of Me</i>	<i>My Way Ahead</i>
Year 4	Perserverance	Looking After Me	Getting Along With Others	Our Community	Celebrating Gifts and Talents	Learning Differently
Year 5	Growth Mindset	Emotions of Puberty	Positive Friendships	Stereotypes and Loving Families	A Force for Good	My Way Ahead - careers
Year 6	Taking risks	Healthy Habits	Boundries	What's it worth?	Bouncing Back	Pupil Led
Year 7	Personal Responsibility	Talking More	Changing Relationships	Society and Citizenship	I am good enough	Skills for the Future
Year 8	Changing Pressures	How I Feel About Me	Peer Pressure	Safe and Respectful Relationships	Pupil Led	